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ABSTRACT

This fact sheet presents information about the educare situation in South Africa to illustrate the glaring disparities between the races, until recently officially classified as White, Indian, Colored, and Black. These statistics delineate: (1) the under-6 population by race, geographic, and economic background; (2) costs, fees, and teacher-to-pupil ratios among the racial groups; (3) governmental subsidies for welfare and education by race; (4) infant mortality, stunted growth, and underweight rates for the under-6 population by race; and (5) the number of trained preschool staff by race, along with teacher-to-pupil ratios. (MDM)

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FACT SHEET ON PRESCHOOL EDUCARE IN SOUTH AFRICA

BY

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Prepared as supporting information for paper titled "Growing up in a changing South Africa" presented by Mrs J Rickards at OMEP Congress, held in Arizona, USA 2 - 7 August 1992

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INTRODUCTION

These facts are presented to give people an idea of the educare situation in South Africa. Note that until recently South Africans were categorised in terms of the Population Registration Act as White, African, Coloured or Indian. This categorisation is pervasive in all statistical data in our country and is used to illustrate the disparities which exist.

EDUCARE IN SOUTH AFRICA

There are approximately 6.4 million children aged 0 - 6 in South Africa. This is broken down as follows:

White	491 242
Indian	126 129
Coloured	469 788
Black	5 304 460
Total	6 391 619

ie. 18 - 20% of total population.
(Lategan, 1990)

3.4 million (53%) live in rural areas and 3 million live in urban areas (adapted from Biersteker, 1992:6)

A huge increase over the next decade of just less than 2 million children is indicated. (Lategan, 1990:4).

Using $8 035 (R22 500) per annum as the limit for not being disadvantaged, 5.32 million may be considered educationally disadvantaged to some extent. This includes 4.87 million black, 296 700 coloured, 58 500 Indian and 92 400 white children.

3.3 million children come from families with annual income below the minimal living level ($3 036 pa or R8 503). Of these 913 850 (28%) live in urban areas and 2.4 million (72%) live in rural areas. (Adapted from Biersteker, 1992:7).

Less than 8% of black children are in provision. (Biersteker, 1992:9)

Costs for full day educare for 0 - 2 and 3 - 6 year olds are estimated at $937 (R2 622) and $475 (R1 328) respectively in 1992. (Atmore, 1992:12)

Teacher:Child ratios for 3 - 6 year olds range from 1:20 children (urban white) to 1:80 (rural black) children.

Fees paid for educare range from $1 (rural black) to $150 (urban white) per month.

The average black per capita annual income for South Africans during 1990 was $542 (R1518). (Integrated Market Research 1990)

Current State financial support for educare is as follows:

a. Welfare Subsidy

White	$1.60	(R4.66) per qualifying child per day
Indian	20c	(50c) per qualifying child per day
Coloured	43c	(1.20) per qualifying child per day
Black	7c - 22c	(20c - 61c) per child per day

b. Education Subsidy

White	Teachers salaries paid
Coloured	Grant-in-aid for 3 - 6 year olds @ $13 (R36) per child per quarter or salary of 1 teacher paid
Black	$36 (R100) per annum per child for the first 30 children in a school, plus ⅓ of this amount for each of the remaining children. This has been frozen since 1989

Assuming a 60 child centre, the following would be payable in a year:

White ±$715	ie R2 000 per child
Coloured ±$ 72	ie R 200 per child
Black ±$ 24	ie R 67 per child

The 1990 infant mortality rate (per 1000 live births) was

SA	**47**
White	9
Coloured	35
Black	52
Indian	12
USA	**9**

(Medical Research Council, 1991:4)

PREVALENCE OF STUNTING, UNDERWEIGHT AND WASTING IN CHILDREN AGED 1 - 5 YEARS BY RACE IN 1985

	STUNTING [a]	UNDERWEIGHT [b]	WASTING [c]
Rural Black	40.9%	42.7%	3.0%
Urban Black	11.7	28.2	6.9
Urban Coloured	18.6	48.6	11.3
Urban Indian	6.4	35.0	14.5
Urban White	3.7	15.6	7.5

[a] <90% height for age
[b] <80% weight for age
[c] <80% weight for age

Source: Wyndham, CH., "Cause and Age Specific Mortality Rates from Accidents, Poisoning and Violence", South African Medical Journal, Vol.60, January 1986

TRAINING

5 058 people participated in organised non-formal training programmes in 1991, of whom 2 228 attended training courses offering competence certificates. 2 838 attended short orientation courses or enrichment programmes. (Short, 1992:8)

There were an estimated 16 730 teaching and caregiving staff in 1991. The majority (71%) of those in service in 1991 were untrained (at least 11 926). Of the remainder, an estimated 2 882 (17%) had attended at least one non-formal training course (orientation courses excluded) and 1922 (12%) were formally trained. Only 589 of these (3 - 5% of total) had formal pre-primary training at secondary or tertiary level, the majority (1 333 estimated) were primary trained.

The ratio of formally trained teachers to number of children highlights the racial disparities. For 412 191 black children in programmes there were 589 tertiary trained teachers, giving a ratio of 1:700. For 160 000 white children in programmes there were about 2 400 tertiary trained teachers giving a ratio of 1:67 (Adapted from Short, 1992:v)

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